



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of ITSE Standards

Course Number:	Course Name:	ITSE Standard
EDLD 5370 ET5398	Educational Technology Leadership Internship	TF-VI: Social, Ethical, Legal, and Human Issues

Description of the Assignment/Performance Tasks	ITSE Standard:
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points) 	<p>ITSE Standard:</p> <p>Educational technology facilitators understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and assist teachers in applying that understanding in their practice.</p> <p>“It is difficult to predict how educators and students will use new technologies and what the consequences of those uses will be” (Williamson & Redish, 2009, p.123). Throughout this internship, I have learned that a leader must be a person willing to “fix” things or conflicts on his/her campus. I also learned that a leader must be a person who documents everything. The information on how to conduct “good faith” investigations and compliance of educational law has tremendously benefited my leadership skills. I have been able to apply what I have learned in order to assist my campus with appropriate use of technology resources.</p> <p>During my implementation of ITSE Standard VI, I learned that a leader must promote safe and healthy use of technology. A leader must also be prepared to deal with issues that arise while using technology. I have learned that a leader’s role in dealing with conflict is crucial to the climate and culture of the school. It also affects the school’s ability to stay on track with the campus vision. A leader must be a mediator who can assist the staff with consensus attainment on conflicts. Leaders should be able to negotiate/mediate issues surrounding them, as well as some of the building’s challenges, to see how they can come together to benefit the staff and student population. A leader also needs to be a model for the “fix” response so his/her colleagues will buy-in to this response. Leaders must work diligently to “fix” things and they must avoid the “fight/flight” behavior.</p>

<p>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points) 2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points) 3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points) <p>Lifelong Learning Skills</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points) 2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points) 3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points) <p>Additional Criteria</p> <ol style="list-style-type: none"> 1. Content posted to e-Portfolio wiki/blog/Google site (1 Point) 2. Mechanics (1 Point) 3. APA Format (1 Point) 4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p>	<p>In every aspect of administration and leadership, I believe documentation is a vital piece of the puzzle. Dr. Hopson states, "Document, document, document" (Hopson, 2011, [video file]). Documentation is a necessity when any employee violates a policy or procedure. As an administrator, I would have a face-to-face meeting with a teacher who has violated any district policies or procedures. I would listen to any witnesses' concerns regarding what they have witnessed the violator do or say. I would have the witnesses sign a statement and keep it for documentation. I would also formally and informally observe the teacher more often. If the violation continued, I would offer opportunities for classroom management professional development. All of my efforts and responses would be properly documented for future use; because I have heard some administrators use the excuse of improper documentation for not being able to get rid-off unethical employees or employees who have violated the Acceptable Use Policy.</p> <p>"The art of teaching takes insight, knowledge, and many years of experience to develop (Portner, 2002, p.2) and developing that "bag of tricks" takes time, and patience" (McGuire & Simpson, 2006, p.16). The contents of <i>ITSE's Technology Facilitation and Leadership Standards: What Every K-12 Leader should know and be able to do</i> has assisted me with developing my "bag of tricks" when it comes to addressing social, ethical, legal, and human issues. In Chapter 6, Williamson and Redish taught me that digital equity plays a critical role in training staff and students on digital citizenship (Williamson & Redish, 2009, pp.123-146). I have applied many of the strategies that they outlined and I continuously refer back to their suggestions.</p> <p>As a lifelong learner, I will continue to collaborate with others on how to implement ITSE Standard VI. Addressing social, ethical, legal, and human issues are crucial to a school's climate and culture. Research shows that a hostile campus climate directly affects a student's ability to transition successfully into career and college readiness (Hurtado, Milem, Clatyon-Pederson & Allen, 1999). In a hostile climate, students are less likely to adjust academically and are less likely to develop a sense of belonging on the campus. I think this is true for staff members and new administrators too. By addressing equity and providing a sense of belonging, I think I will be able to assist my campus with addressing social, ethical, legal, and human issues.</p> <p>Hopson, M. (2011). <i>Teacher Expression</i> [video file]. (Available from Lamar University, 4400 MLK Boulevard, P.O. Box 10009, Beaumont, Texas 77710)</p>
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	<p>Hurtado, S., Milem, J.F., Clatyon-Pederson, A., and Allen, W.A. (1999). Enacting diverse learning environments: Improving the campus climate for racial/ethnic diversity in higher education. ASHE-ERIC Series. San Francisco, CA: Jossey-Bass.</p> <p>McGuire, Margaret A. & Simpson, Cynthia. "Hand in Hand: An Examination of Mentor Relationships." Best Practices in School Personnel May/June/July (2006): 16-18.</p> <p>Portner, H. (2002). <i>Being Mentored: A guide of protégés</i>. Thousand Oaks, CA: Corwin Press, p. 2.</p> <p>Williamson, J. & Redish, T. (2009). <i>ITSE's technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i>. Eugene, OR: International Society in Technology Education, pp. 123-146.</p>
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